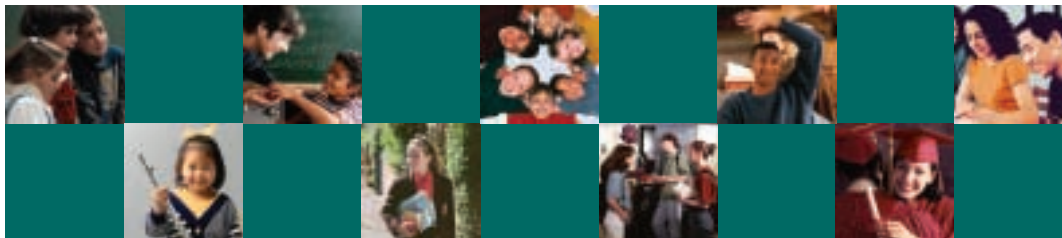


# the condition of education 2002



## INDICATOR 32

# Educational Background of Teachers

The indicator and corresponding tables are taken directly from *The Condition of Education 2002*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2002*, visit the NCES web site (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002025>) or contact ED PUBs at 1-877-4ED-PUBS.

### Suggested Citation:

U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2002*, NCES 2002-025, Washington, DC: U.S. Government Printing Office, 2002.

## NATIONAL CENTER FOR EDUCATION STATISTICS

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U.S. Department of Education  
Office of Educational Research and Improvement

# Teachers

## Educational Background of Teachers

*About half of secondary teachers in public schools majored in an academic subject and about 4 out of 10 majored in an academic subject area in education.*

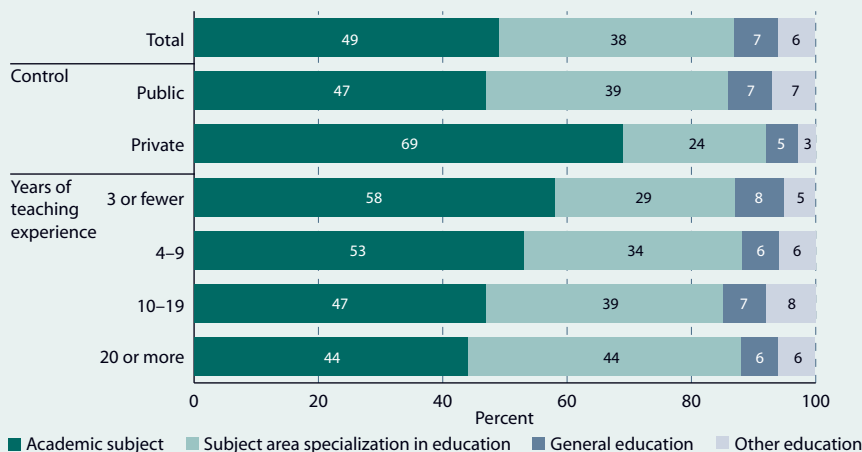
The quality of teachers is an important determinant of school quality but is difficult to measure. One traditional indicator is the level of teachers' educational attainment (NCES 2001–030). The type of degree specialization at the undergraduate and graduate levels is another common measure. This indicator examines the distribution of master's degrees and degree specialization at the undergraduate and graduate levels by various school and teacher characteristics.

Overall, 41 percent of teachers at public schools hold a master's degree, compared with 30 percent at private schools. Public and private school teachers in the Northeast are more likely to hold master's degrees than their peers in other regions. Public schools with low minority enrollments (less than 10 percent) and schools with low percentages of students eligible for free or reduced-price lunch (less than 15 percent) both have higher percentages of teachers with master's degrees than those with

high minority enrollments (50 percent or more) and those with high percentages of students eligible for free or reduced-price lunch (30 percent or more) (see supplemental table 32-1).

Teachers' degree specialization differs for elementary and secondary school teachers. Among all elementary teachers, 24 percent majored in an academic subject, 18 percent in a subject area specialization in education, 45 percent in general education, and 13 percent in some other education specialization (e.g., special education, curriculum and instruction, or educational administration) for their graduate or undergraduate degree (see supplemental table 32-2). Among all secondary teachers, 49 percent majored in an academic subject, 38 percent in a subject area specialization in education, 7 percent in general education, and 6 percent in some other education specialization for their graduate or undergraduate degree (see supplemental table 32-3).

**TEACHERS' ACADEMIC MAJORS:** Percentage distribution of secondary school teachers according to the type of undergraduate or graduate major, by control of school and years of teaching experience: 1999–2000



NOTE: Teachers with more than one major or degree are counted only once. Majors/degrees were counted in the following order: academic field, subject area specialization in education, other education, and general education. Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Public, Public Charter, and Private School Teacher Surveys," 1999–2000.

FOR MORE INFORMATION:

Supplemental Note 1  
Supplemental Tables 32-1,  
32-2, 32-3

NCES 2001–030; Ravitch 1998



## Educational Background of Teachers

**Table 32-1** Percentage distributions of full-time public and private school teachers who held various degrees, by teacher and school characteristics: 1999–2000

Teacher and school characteristics	Public				Private			
	Less than bachelor's degree	Bachelor's degree	Master's degree	Higher than master's degree	Less than bachelor's degree	Bachelor's degree	Master's degree	Higher than master's degree
Total*	0.6	52.6	41.3	5.4	6.3	59.8	30.0	4.1
Years of teaching experience								
3 or fewer	0.9	79.8	17.3	2.0	10.5	71.5	15.4	2.6
4–9	0.6	62.5	33.6	3.3	7.7	63.7	24.0	4.6
10–19	0.8	47.4	45.9	5.9	4.8	57.8	34.1	3.3
20 or more	0.4	37.6	54.0	8.0	2.3	46.7	45.3	5.7
Race/ethnicity								
White	0.6	51.7	42.5	5.2	5.3	60.1	30.6	4.1
Black	0.8	52.0	39.9	7.3	18.2	64.1	15.8	1.8
Hispanic	0.7	65.8	28.6	4.9	10.6	54.5	30.5	4.4
Asian/Pacific Islander	0.1	56.1	32.9	10.9	7.7	54.2	32.1	6.1
American Indian/Alaska Native	1.2	57.4	36.8	4.6	32.0	44.4	19.2	4.4
School level								
Elementary	0.2	54.7	40.0	5.1	5.6	68.1	23.3	3.1
Combined	1.0	50.4	42.5	6.1	8.8	54.1	32.1	5.0
Secondary	1.5	48.9	43.8	5.9	3.8	48.8	42.4	5.0
Enrollment								
Less than 300	0.6	62.3	33.6	3.6	9.4	61.7	25.8	3.2
300–999	0.5	53.7	40.6	5.2	1.9	60.9	32.1	5.2
1,000 or more	1.02	46.7	45.9	6.4	1.1	39.8	55.0	4.0
Region								
Northeast	0.7	38.9	53.1	7.4	4.1	49.8	40.3	5.8
Midwest	0.3	50.7	45.4	3.7	4.4	66.3	27.1	2.2
South	0.9	59.0	35.1	5.1	8.6	60.6	27.3	3.6
West	0.6	57.8	35.7	6.0	4.9	63.9	26.1	5.1
Percent minority enrollment								
Less than 10	0.6	50.0	44.5	5.0	6.6	61.1	29.3	3.1
10–24	0.6	52.2	42.2	5.0	3.7	58.3	32.8	5.2
25–49	0.8	54.7	39.3	5.2	6.7	60.5	26.5	6.3
50–75	0.6	56.2	37.4	5.8	7.7	51.5	36.2	4.5
More than 75	0.7	54.9	37.7	6.7	9.8	58.2	27.2	4.8
Percent of students eligible for free or reduced-price lunch								
Less than 15	0.7	46.9	46.5	5.8	(#)	(#)	(#)	(#)
15–29	0.4	53.3	41.4	4.9	(#)	(#)	(#)	(#)
30–49	0.8	56.5	37.6	5.1	(#)	(#)	(#)	(#)
50–74	0.4	57.1	37.8	4.6	(#)	(#)	(#)	(#)
75–100	0.7	55.6	37.5	6.3	(#)	(#)	(#)	(#)
Percent of students with limited English proficiency								
Less than 1	0.7	51.6	42.5	5.2	6.2	60.1	29.9	3.9
1–10	0.6	52.5	41.4	5.6	4.7	58.6	32.9	3.8
More than 10	0.6	57.1	36.4	5.9	16.7	48.7	22.0	12.6

#Too few sample cases to report.

\*Includes full-time public school teachers who taught grades 1–12 whose main teaching assignment was in English/language arts, social studies/social sciences, foreign language, mathematics, or science, or who taught in a self-contained classroom.

NOTE: Percentages may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, NCES. Schools and Staffing Survey (SASS), "Public, Public Charter, and Private School and Teacher Surveys," 1999–2000.

## Educational Background of Teachers

**Table 32-2** Number and percentage distribution of full-time elementary public and private school teachers according to undergraduate and graduate majors in various fields of study, by teacher characteristics: 1999–2000

Teacher characteristics	Number of teachers	Major field of study				
		Subject area		Total	General education <sup>2</sup>	Other education <sup>3</sup>
		Academic subject	Specialization in education <sup>1</sup>			
<b>Total</b>	<b>1,890,599</b>	<b>23.6</b>	<b>18.0</b>	<b>41.7</b>	<b>45.4</b>	<b>13.0</b>
School where currently teaching						
Public	1,726,366	23.0	18.5	41.5	44.8	13.7
Private	164,232	29.7	13.2	42.9	51.9	5.2
Years of teaching experience						
3 or fewer	309,704	31.7	12.3	44.0	48.3	7.7
4–9	436,842	27.5	16.3	43.8	43.8	12.5
10–19	502,456	21.7	19.5	41.2	42.9	15.9
20 or more	641,597	18.6	20.9	39.5	47.0	13.6
<b>Total</b>	<b>1,882,786</b>	<b>22.4</b>	<b>14.6</b>	<b>37.0</b>	<b>56.7</b>	<b>6.3</b>
School where currently teaching						
Public	1,719,233	21.8	14.9	36.7	56.6	6.7
Private	163,553	28.4	12.3	40.7	57.1	2.2
Years of teaching experience						
3 or fewer	308,556	31.6	12.0	43.6	50.3	6.1
4–9	433,725	26.9	13.6	40.5	53.0	6.5
10–19	500,368	20.1	15.1	35.2	57.2	7.6
20 or more	640,137	16.6	16.2	32.9	61.9	5.3
<b>Total</b>	<b>796,767</b>	<b>7.4</b>	<b>19.8</b>	<b>27.1</b>	<b>39.0</b>	<b>33.8</b>
School where currently teaching						
Public	753,359	6.8	20.0	26.8	38.9	34.3
Private	43,408	16.9	16.1	33.0	41.4	25.6
Years of teaching experience						
3 or fewer	49,518	11.8	14.6	26.4	42.1	31.6
4–9	145,959	8.3	19.7	28.0	34.9	37.1
10–19	239,291	7.6	20.4	28.0	34.8	37.3
20 or more	361,999	6.3	20.1	26.3	43.1	30.6

<sup>1</sup>“Subject area specialization in education” is the study of methods for teaching an academic field, such as mathematics education.

<sup>2</sup>“General education” includes the following fields: pre-elementary and early childhood education; elementary education; and secondary education.

<sup>3</sup>Examples of “other education” fields are special education, curriculum and instruction, and educational administration.

NOTE: Teachers who held both undergraduate and graduate degrees were included in both of the degree categories, “For undergraduate” and “For graduate.” However, with the “For undergraduate or graduate” category, teachers with more than one major or degree were counted only once. Majors/degrees were counted in the following order: academic field, subject area specialization in education, other education, and general education. Percentages may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, NCES. Schools and Staffing Survey (SASS), “Public, Public Charter, and Private School Teacher Surveys,” 1999–2000.

## Educational Background of Teachers

**Table 32-3** Number and percentage distribution of full-time secondary public and private school teachers according to undergraduate and graduate majors in various fields of study, by teacher characteristics: 1999–2000

Teacher characteristics	Number of teachers	Major field of study				
		Subject area		Total	General education <sup>2</sup>	Other education <sup>3</sup>
		Academic subject	Specialization in education <sup>1</sup>			
<b>Total</b>	<b>956,567</b>	<b>48.8</b>	<b>38.3</b>	<b>87.0</b>	<b>6.6</b>	<b>6.4</b>
School where currently teaching						
Public	895,358	47.4	39.3	86.7	6.7	6.7
Private	61,209	68.8	23.6	92.4	5.0	2.7
Years of teaching experience						
3 or fewer	149,050	58.1	29.1	87.3	7.9	4.8
4–9	218,302	53.1	34.3	87.4	6.4	6.2
10–19	233,765	46.7	39.0	85.7	6.7	7.6
20 or more	355,450	43.5	44.1	87.6	6.0	6.4
<b>Total</b>	<b>951,527</b>	<b>46.1</b>	<b>39.4</b>	<b>85.4</b>	<b>10.0</b>	<b>4.6</b>
School where currently teaching						
Public	890,557	44.7	40.4	85.2	10.1	4.8
Private	60,949	65.4	23.4	88.8	9.1	2.2
Years of teaching experience						
3 or fewer	148,472	57.5	29.5	87.0	8.3	4.7
4–9	217,201	51.4	35.0	86.4	8.9	4.6
10–19	232,012	43.6	40.2	83.8	10.7	5.6
20 or more	353,842	39.6	45.6	85.2	10.9	3.9
<b>Total</b>	<b>463,121</b>	<b>23.8</b>	<b>31.3</b>	<b>55.0</b>	<b>14.7</b>	<b>30.3</b>
School where currently teaching						
Public	432,677	22.1	31.3	53.5	15.1	31.5
Private	30,444	46.7	30.4	77.1	8.8	14.1
Years of teaching experience						
3 or fewer	31,631	33.1	30.4	63.4	17.5	19.1
4–9	81,650	23.9	27.5	51.4	14.8	33.8
10–19	120,648	22.2	30.6	52.7	13.8	33.5
20 or more	229,192	23.2	33.1	56.3	14.7	28.9

<sup>1</sup>"Subject area specialization in education" is the study of methods for teaching an academic field, such as mathematics education.

<sup>2</sup>"General education" includes the following fields: pre-elementary and early childhood education; elementary education; and secondary education.

<sup>3</sup>Examples of "other education" fields are special education, curriculum and instruction, and educational administration.

NOTE: Teachers who held both undergraduate and graduate degrees were included in both of the degree categories, "For undergraduate" and "For graduate." However, with the "For undergraduate or graduate" category, teachers with more than one major or degree were counted only once. Majors/degrees were counted in the following order: academic field, subject area specialization in education, other education, and general education. Percentages may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, NCES. Schools and Staffing Survey (SASS), "Public, Public Charter, and Private School Teacher Surveys," 1999–2000

## Educational Background of Teachers

**Table S32** Standard errors for the percentage distribution of secondary school teachers according to the type of undergraduate or graduate major, by control of school and years of teaching experience: 1999–2000

Teacher and school characteristics	Total	Academic subject	Subject area specialization	General education	Other education
<b>Total</b>	<b>0.07</b>	<b>0.12</b>	<b>0.10</b>	<b>0.08</b>	<b>0.05</b>
Control					
Public	0.07	0.12	0.10	0.08	0.06
Private	0.27	0.20	0.24	0.23	0.10
Years of teaching experience					
3 or fewer	0.17	0.23	0.19	0.14	0.09
4–9	0.17	0.19	0.16	0.13	0.12
10–19	0.11	0.17	0.15	0.13	0.09
20 or more	0.10	0.11	0.11	0.11	0.08

SOURCE: U.S. Department of Education, NCES. Schools and Staffing Survey (SASS), "Public, Public Charter, and Private School Teacher Surveys," 1999–2000.

## Educational Background of Teachers

**Table S32-1** Standard errors for the percentage distributions of full-time public and private school teachers who held various degrees, by teacher and school characteristics: 1999–2000

Teacher and school characteristics	Public				Private			
	Less than bachelor's degree	Bachelor's degree	Master's degree	Higher than master's degree	Less than bachelor's degree	Bachelor's degree	Master's degree	Higher than master's degree
Total	0.0	0.1	0.1	0.0	0.2	0.2	0.2	0.0
Years of teaching experience								
3 or fewer	0.0	0.2	0.1	0.1	0.4	0.3	0.2	0.1
4–9	0.0	0.2	0.2	0.1	0.3	0.3	0.3	0.1
10–19	0.0	0.2	0.2	0.1	0.1	0.3	0.3	0.1
20 or more	0.0	0.1	0.1	0.1	0.1	0.3	0.3	0.1
Race/ethnicity								
White	0.0	0.1	0.1	0.0	0.2	0.2	0.2	0.0
Black	0.0	0.3	0.3	0.1	0.5	0.4	0.4	0.2
Hispanic	0.0	0.3	0.2	0.1	0.3	0.8	0.8	0.1
Asian/Pacific Islander	0.0	0.6	0.4	0.4	0.4	0.6	0.7	0.2
American Indian/Alaska Native	0.1	0.5	0.5	0.2	2.6	1.9	0.8	0.3
School level								
Elementary	0.0	0.2	0.2	0.1	0.2	0.2	0.2	0.1
Combined	0.1	0.7	0.6	0.2	0.3	0.4	0.3	0.1
Secondary	0.0	0.2	0.2	0.1	0.2	0.3	0.4	0.1
Enrollment								
Less than 300	0.0	0.4	0.3	0.1	0.3	0.3	0.2	0.1
300–999	0.0	0.1	0.1	0.1	0.0	0.3	0.2	0.1
1,000 or more	0.0	0.3	0.2	0.1	0.1	0.6	0.7	0.1
Region								
Northeast	0.0	0.3	0.2	0.1	0.1	0.3	0.3	0.1
Midwest	0.0	0.2	0.2	0.1	0.3	0.3	0.3	0.0
South	0.0	0.1	0.1	0.1	0.3	0.3	0.3	0.1
West	0.0	0.2	0.2	0.1	0.2	0.3	0.3	0.1
Percent minority enrollment								
Less than 10	0.0	0.2	0.2	0.1	0.2	0.2	0.2	0.0
10–24	0.0	0.2	0.2	0.1	0.2	0.3	0.3	0.1
25–49	0.0	0.2	0.2	0.1	0.3	0.4	0.3	0.2
50–75	0.0	0.2	0.2	0.1	0.3	1.0	1.0	0.2
More than 75	0.0	0.3	0.3	0.1	0.3	0.5	0.3	0.1
Percent of students eligible for free or reduced-price lunch								
Less than 15	0.0	0.2	0.2	0.1	(#)	(#)	(#)	(#)
15–29	0.0	0.2	0.2	0.1	(#)	(#)	(#)	(#)
30–49	0.0	0.2	0.2	0.1	(#)	(#)	(#)	(#)
50–74	0.0	0.2	0.3	0.1	(#)	(#)	(#)	(#)
75–100	0.0	0.3	0.3	0.1	(#)	(#)	(#)	(#)
Percent of students with limited English proficiency								
Less than 1	0.0	0.1	0.1	0.1	0.2	0.2	0.2	0.0
1–10	0.0	0.2	0.2	0.1	0.3	0.4	0.4	0.1
More than 10	0.0	0.3	0.3	0.1	1.3	1.0	0.6	0.8

#Too few sample cases.

SOURCE: U.S. Department of Education, NCES. Schools and Staffing Survey (SASS), "Public, Public Charter, and Private School and Teacher Surveys," 1999–2000.

## Educational Background of Teachers

**Table S32-2** Standard errors for the number and percentage distribution of full-time elementary public and private school teachers according to undergraduate and graduate majors in various fields of study, by teacher characteristics: 1999–2000

Teacher characteristics	Number of teachers	Major field of study				
		Subject area		Total	General education	Other education
		Academic subject	Specialization in education			
<b>Total</b>	<b>17,102</b>	<b>0.5</b>	<b>0.4</b>	<b>0.6</b>	<b>0.6</b>	<b>0.3</b>
School where currently teaching						
Public	16,402	0.5	0.4	0.6	0.6	0.4
Private	3,006	1.0	0.7	1.0	0.9	0.4
Years of teaching experience						
3 or fewer years	8,208	1.2	0.7	1.3	1.2	0.7
4 to 9 years	10,301	1.1	0.7	1.2	1.2	0.7
10 to 19 years	9,463	0.8	0.8	1.0	0.9	0.7
20 or more years	12,355	0.6	0.8	0.9	0.8	0.6
<b>Total</b>	<b>16,936</b>	<b>0.5</b>	<b>0.4</b>	<b>0.6</b>	<b>0.6</b>	<b>0.2</b>
School where currently teaching						
Public	16,245	0.5	0.4	0.7	0.6	0.3
Private	3,009	1.0	0.7	0.9	0.9	0.3
Years of teaching experience						
3 or fewer	8,213	1.2	0.7	1.3	1.3	0.7
4 to 9	10,305	1.1	0.7	1.3	1.2	0.5
10 to 19	9,476	0.8	0.8	0.9	0.9	0.6
20 or more	12,326	0.7	0.7	0.9	0.9	0.4
<b>Total</b>	<b>13,370</b>	<b>0.4</b>	<b>0.6</b>	<b>0.7</b>	<b>0.8</b>	<b>0.8</b>
School where currently teaching						
Public	13,040	0.4	0.7	0.8	0.9	0.8
Private	1,612	1.8	1.1	1.9	1.8	1.7
Years of teaching experience						
3 or fewer	3,157	1.8	2.2	2.8	3.0	3.0
4 to 9	6,216	1.0	1.5	1.8	1.8	1.8
10 to 19	6,159	0.8	1.2	1.2	1.4	1.6
20 or more	9,394	0.6	1.0	1.1	1.3	1.1

SOURCE: U.S. Department of Education, NCES, Schools and Staffing Survey (SASS), "Public, Public Charter, and Private School Teacher Surveys," 1999–2000.



## Educational Background of Teachers

**Table S32-3** Standard errors for the number and percentage distribution of full-time secondary public and private school teachers according to undergraduate and graduate majors in various fields of study, by teacher characteristics: 1999–2000

Teacher characteristics	Number of teachers	Major field of study				
		Subject area		Total	General education	Other education
		Academic subject	Specialization in education			
<b>Total</b>	<b>10,972</b>	<b>0.4</b>	<b>0.4</b>	<b>0.2</b>	<b>0.2</b>	<b>0.2</b>
School where currently teaching						
Public	10,766	0.4	0.4	0.3	0.2	0.2
Private	2,277	1.2	1.1	0.6	0.5	0.5
Years of teaching experience						
3 or fewer years	3,044	0.9	0.8	0.5	0.4	0.4
4 to 9 years	3,806	0.7	0.7	0.5	0.4	0.4
10 to 19 years	4,087	0.7	0.7	0.5	0.3	0.4
20 or more years	6,038	0.6	0.7	0.4	0.3	0.3
<b>Total</b>	<b>10,881</b>	<b>0.4</b>	<b>0.4</b>	<b>0.2</b>	<b>0.2</b>	<b>0.1</b>
School where currently teaching						
Public	10,662	0.4	0.4	0.3	0.2	0.1
Private	2,285	1.2	1.1	0.7	0.6	0.4
Years of teaching experience						
3 or fewer	3,027	0.8	0.8	0.5	0.4	0.3
4 to 9	3,753	0.7	0.7	0.5	0.4	0.3
10 to 19	4,032	0.6	0.7	0.5	0.4	0.3
20 or more	6,012	0.6	0.7	0.4	0.4	0.2
<b>Total</b>	<b>7,140</b>	<b>0.4</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>
School where currently teaching						
Public	6,973	0.4	0.5	0.5	0.5	0.5
Private	1,325	1.8	1.8	1.3	0.8	1.1
Years of teaching experience						
3 or fewer	1,368	1.8	1.9	1.7	1.6	1.4
4 to 9	2,225	1.1	1.2	1.1	1.0	1.1
10 to 19	2,476	0.9	0.9	1.1	0.8	1.0
20 or more	4,828	0.6	0.7	0.7	0.6	0.8

SOURCE: U.S. Department of Education, NCES. Schools and Staffing Survey (SASS), "Public, Public Charter, and Private School Teacher Surveys," 1999–2000.